

Career Pathways—Leveraging CTE to Enhance Learning for All Students

Part 3: Creating Coherence With Career Pathways

Beth Ratway, Content Expert
July 2016

CCRS Center

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at American Institutes for Research ■



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Who?

State Department
of Education
Agencies

What?

Build state
education agency
(SEA) capacity to
implement college
and career ready
policies.

How?

Provide technical
assistance,
including targeted
and intensive
support.

Why?

Career pathways
can align
academic learning
and career
readiness skills.

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Career Pathways Webinar Series

Webinar Title	Webinar Date
Engaging Key Stakeholders in the Career Pathways Design Process	Thursday, July 14, 2016, 3:00–4:00 p.m. ET
Understanding the State Context to Inform Career Pathways Design	Tuesday, July 19, 2016, 3:00–4:00 p.m. ET
Creating Coherence With Career Pathways	Monday, July 25, 2016, 4:00–5:00 p.m. ET

Today's Objectives

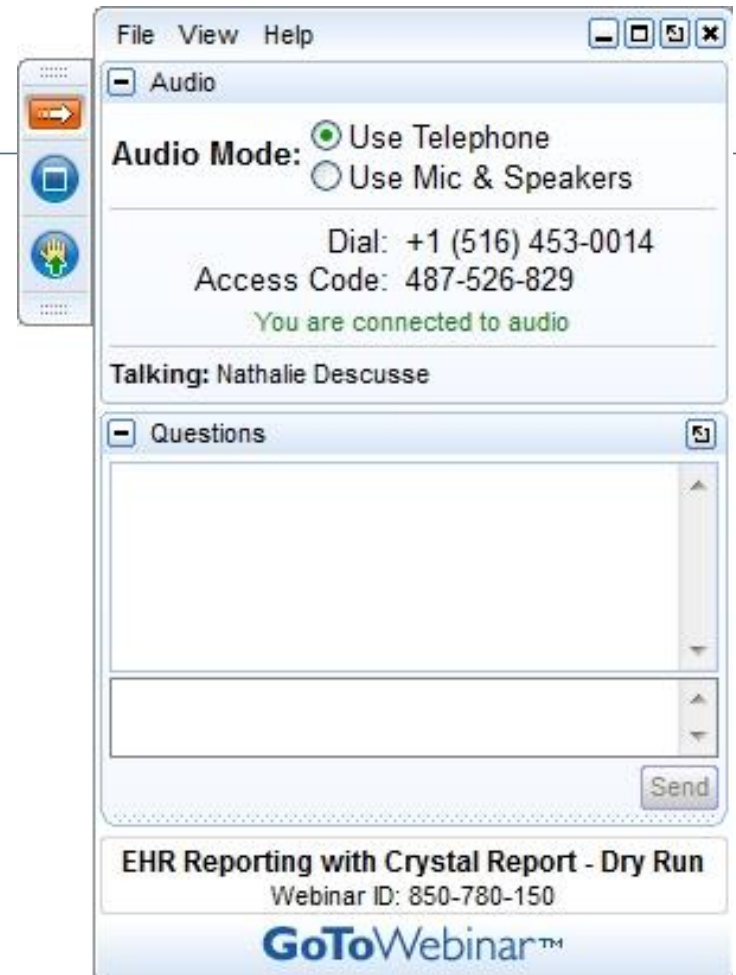
- Discuss ways to build coherence between career pathways and other initiatives
- Learn how Tennessee has created coherence between career pathways and other initiatives
- Share available resources to begin to create coherence

Engaging With Us

Postevent feedback
survey



Recorded webinar
<http://www.ccrscenter.org/products-resources/ccrs-center-webinars-events>



Today's Presenters



Ellen Cushing
Deputy Director, CCRS Center



Heather Justice
Executive Director, Office of Career & Technical Education (CTE), Tennessee Department of Education



Catherine Jacques
Technical Assistance Lead, CCRS Center

Polling Question 1

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Creating Coherence Within the Career Pathways System

Ellen Cushing, CCRS Center

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Importance of Creating Policy and Program Coherence

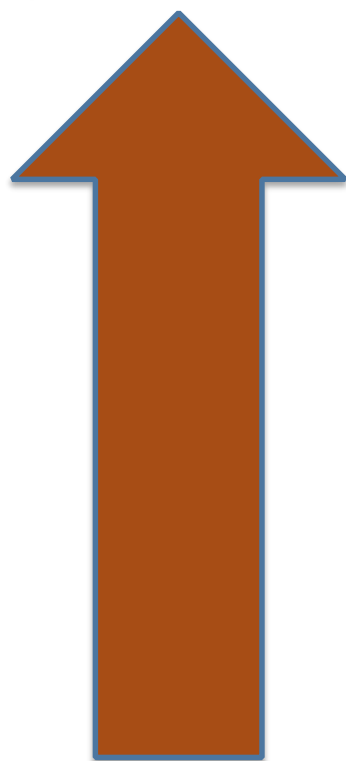
- **Every Student Succeeds Act**
 - Well-rounded education, standards alignment, and funding for career pathways, guidance, preparation
- **Carl Perkins Act**
 - Pipeline beyond high school graduation to connect with industry needs; promotes work-based learning and multiple measures of demonstrating competency.
- **Workforce Innovation and Opportunity Act**
 - Programs that lead to a postsecondary credential



Outcomes of Policy and Program Coherence

- Promote a coherent vision of college and career readiness
- Avoids “another thing to do” mentality
- Increases stakeholder support
- Increases likelihood of sustainability
 - Mutually reinforcing policies
 - Opportunities to leverage funds
 - Opportunities to leverage expertise
 - Stakeholders are invested

Establishing Policy and Program Coherence

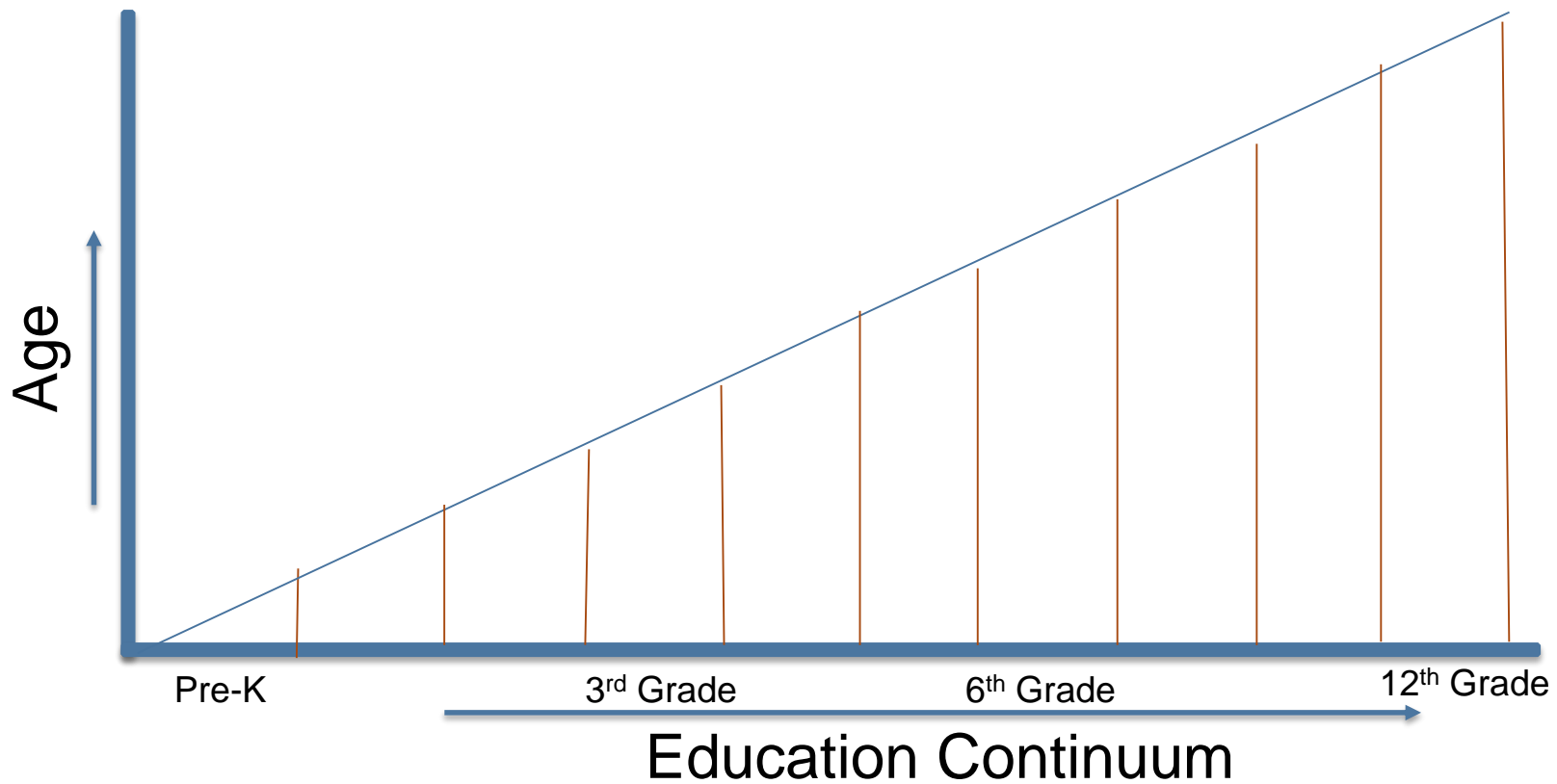


Vertical Alignment

Horizontal Alignment



Vertical Coherence



Horizontal Coherence



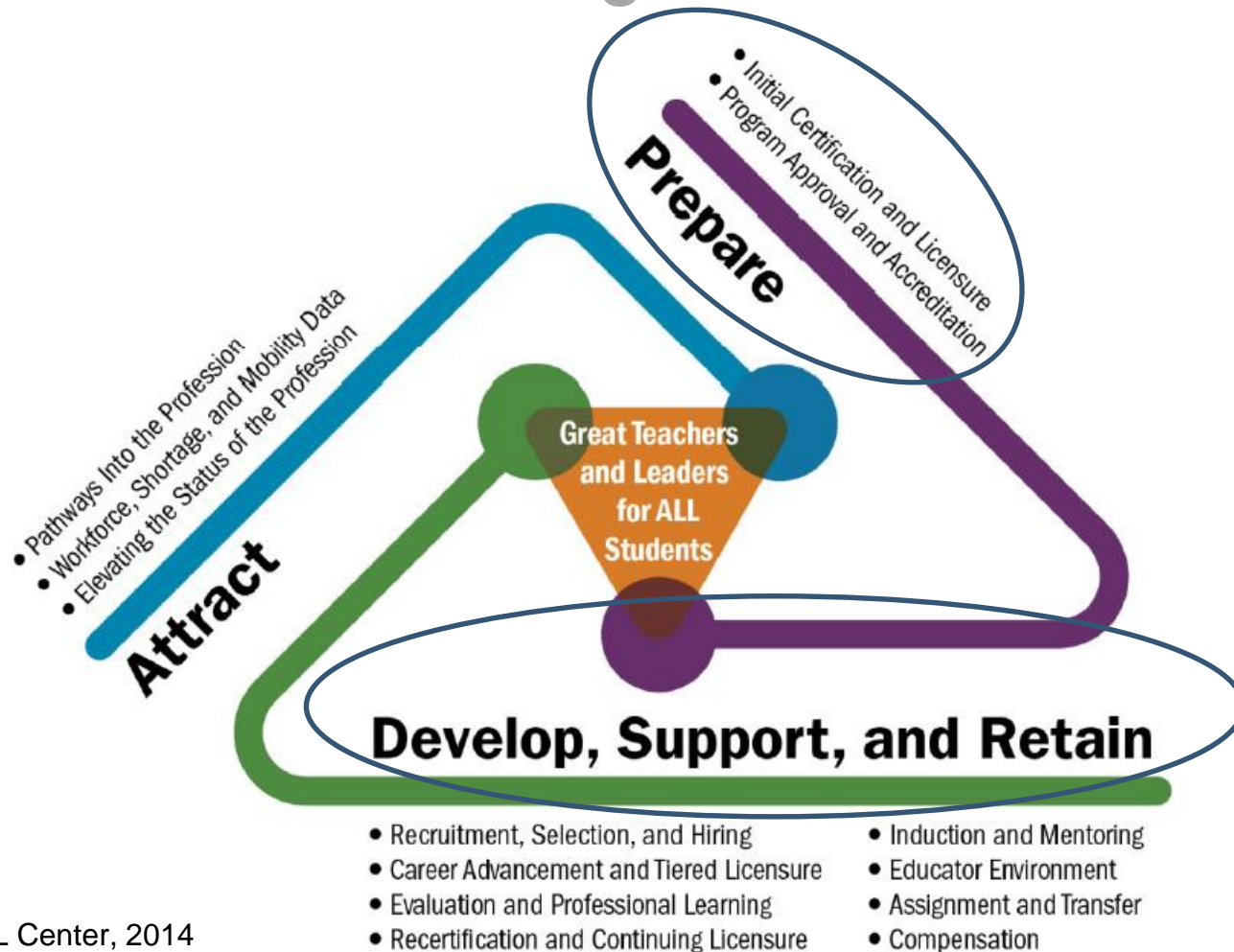
Top 10 by 20

Vision 2020

Competency-
based education

Deeper learning

Educator Talent Management



Source: GTL Center, 2014

Broader Priorities

- Federal, Governor, Superintendent, District
- Might include:
 - Deeper learning
 - Competency-based education
 - Social and emotional learning
 - Employability skills (soft skills, 21st Century Skills)

Contextualizing Employability Skills

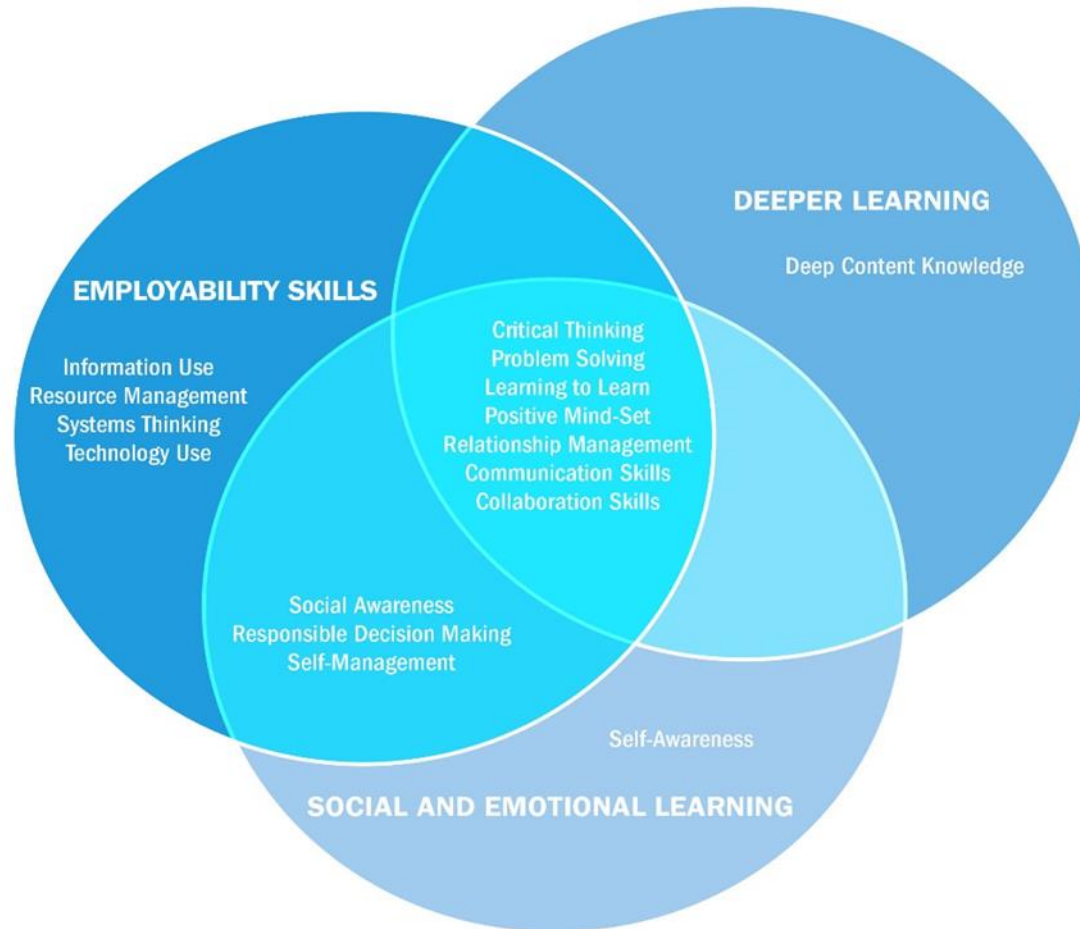


Academic

Employability

Technical

Crosswalk of Deeper Learning, Social-Emotional Learning, and Employability Skills



Considerations for Coherence

- Data sharing
- Stakeholder engagement
- Aligning to a vision
- Allocating time



STATE STRATEGIES IN TENNESSEE FOR SCALING CAREER PATHWAYS

July 25, 2016



CALL TO ACTION:
TENNESSEE'S
OPPORTUNITIES

TOP TEN INDUSTRIES IN TENNESSEE

- ❑ **Advanced Manufacturing**
- ❑ **Aerospace and Defense**
- ❑ **Automotive**
- ❑ **Business Services**
- ❑ **Chemicals, Plastics, and Rubber**
- ❑ **Energy Technology**
- ❑ **Film, Music, and Entertainment**
- ❑ **Food and Agribusiness**
- ❑ **Health Care and Medical Devices**
- ❑ **Transportation, Distribution, and Logistics**

ECONOMIC BENEFIT OF EDUCATION

\$9.3 Billion in Additional Income Annually to Tennessee's Workforce: An estimated 528,630 additional certificate or degree holders will work in Tennessee upon achievement of 55% postsecondary attainment by 2025. These workers are projected to earn \$9.3 billion more in additional income annually than that which would have been generated without a postsecondary credential.

Incremental Income Boost With Postsecondary Attainment: On average, a high school graduate in Tennessee could earn \$5,941 more per year with a certificate or an associate's degree, \$18,860 more per year with a bachelor's degree, and \$30,949 more per year with a graduate or professional degree in 2015.

Median Earnings by Level of Education in Tennessee	
Level of Educational Attainment	Median Earnings (in 2015 dollars)
Less than high school graduate	\$19,035
High school graduate (includes equivalency)	\$26,365
Some college or associate's degree	\$32,306
Bachelor's degree	\$45,225
Graduate or professional degree	\$57,314

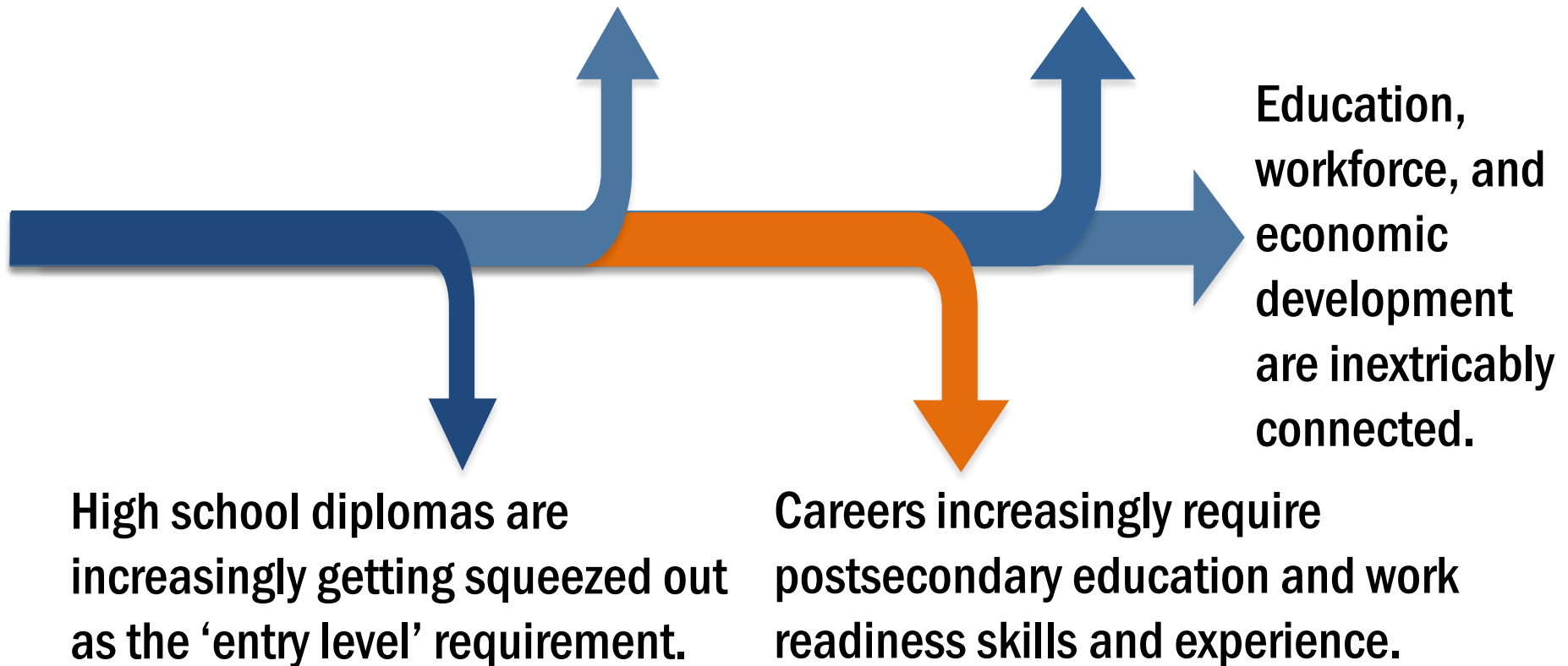


EDUCATION to CAREER
STUDENT PATHWAYS

EDUCATION to CAREER PATHWAYS

Too few young people complete a postsecondary degree/credential.

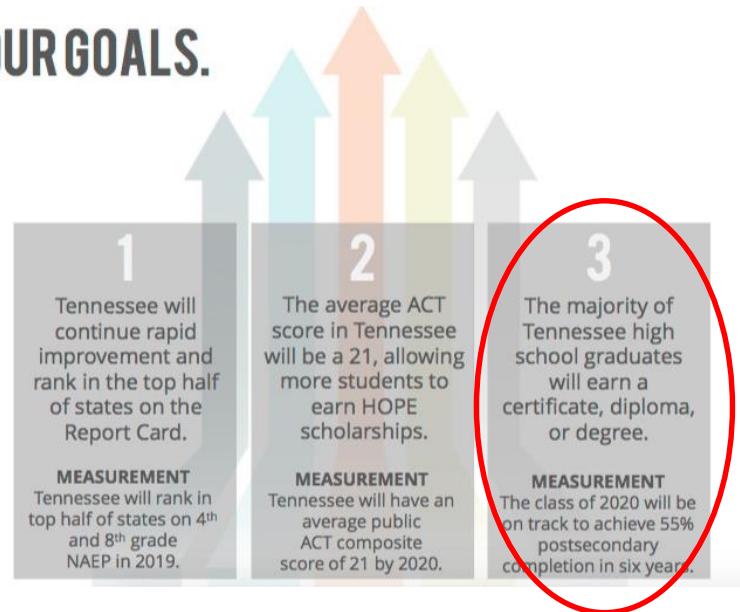
Growth industry fields hold promise; employers struggle to find skilled employees.



DEPARTMENT OF EDUCATION GOALS

- “Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark upon their chosen path in life.”
- Vision Statement from Tennessee Succeeds

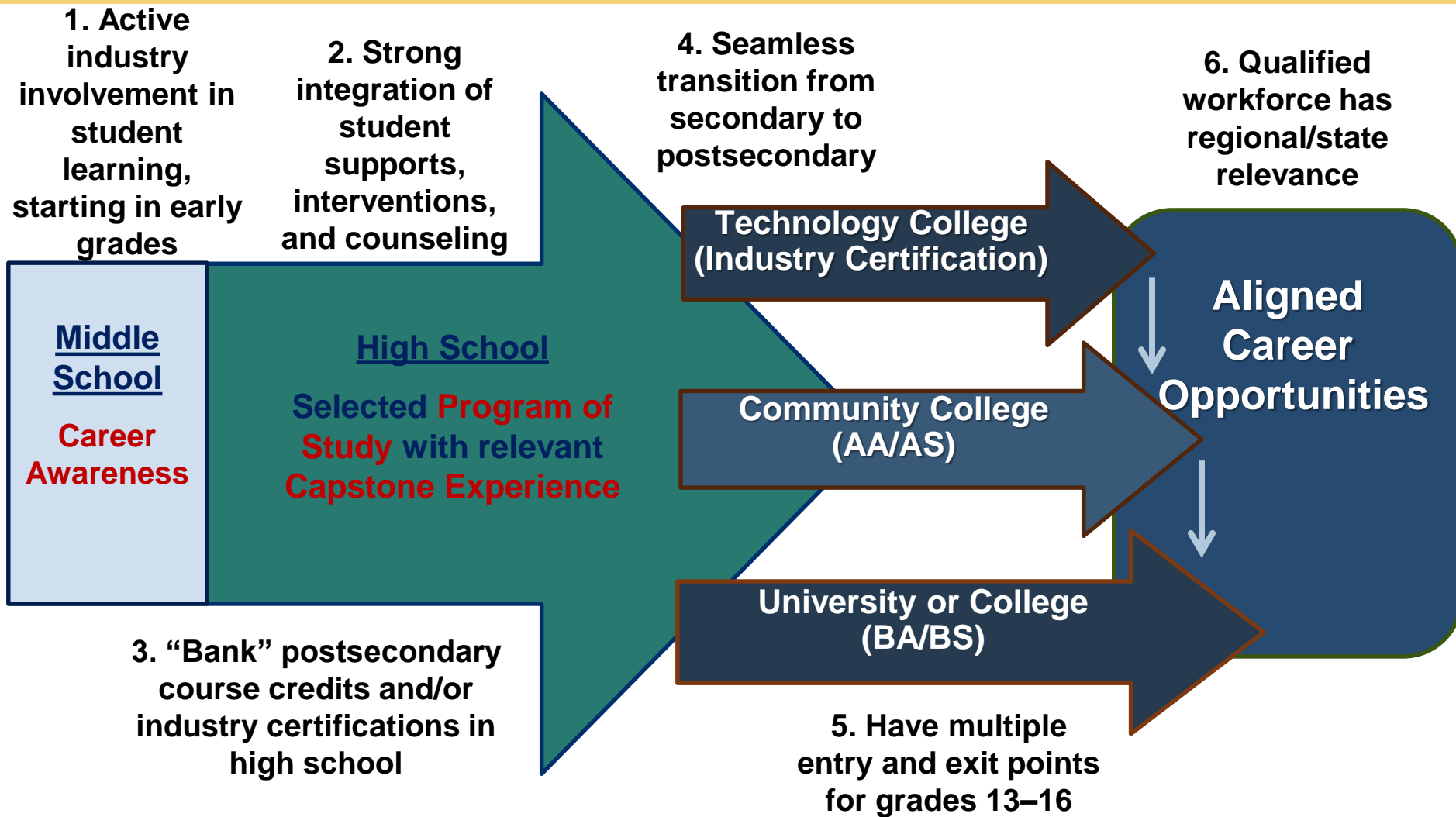
OUR GOALS.





PATHWAYS TENNESSEE

STUDENT PATHWAYS FRAMEWORK



VEHICLE FOR CHANGE: PATHWAYS TN

Goal

To provide Tennessee students in grades 7–14/16 access to **rigorous academic/career pathways** that are **interlinked with local, regional, and state economic/labor market needs and trends** to develop and promote a workforce that is educated and skilled in their chosen fields.

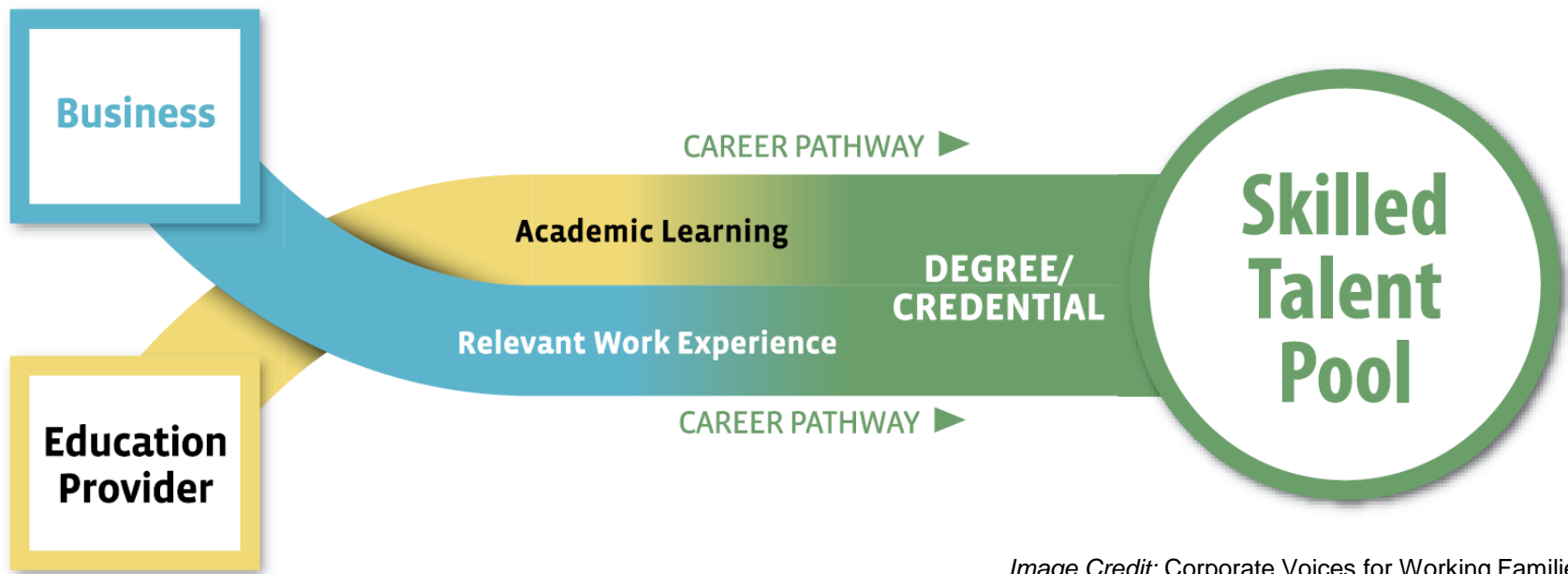


Image Credit: Corporate Voices for Working Families

STATEWIDE EDUCATION to CAREER INITIATIVES

Drive to 55: Governor Haslam's mission to get a minimum 55% of Tennesseans equipped with a college degree or certificate by 2025.

Tennessee Promise: A scholarship and mentoring program beginning in fall 2016 that will provide students a last-dollar scholarship that may be used at any state institution offering an associate's degree program or technical credential.

Tennessee Reconnect: A scholarship program for returning adults to attend and earn a certificate at any of the 27 Tennessee Colleges of Applied Technology (TCATs); Tennessee Reconnect scholarships completely cover tuition and fees.

STATEWIDE EDUCATION to CAREER INITIATIVES

Tennessee LEAP (Labor Education Alignment Program): Grant initiative designed to target skills gaps across Tennessee in a proactive, data-driven, and coordinated manner by encouraging collaboration across education (secondary/postsecondary) and industry.

Workforce 360: Economic and community development focus designed to create a statewide, systematic approach to identifying workforce gaps and streamlining solution processes across Tennessee by utilizing state department communication, interaction, and resources.

STRUCTURE and APPROACH

State Planning Team

- Department of Economic and Community Development
- Department of Education
- Department of Labor and Workforce Development
- Governor's Office
- Tennessee Board of Regents System
- State Collaborative on Reforming Education (SCORE)
- Tennessee Business Roundtable
- Tennessee Higher Education Commission
- Tennessee State Board of Education
- Tennessee Independent Colleges and Universities Association

Regional Leadership

- Intermediary Organization
- Leadership Team/Council
- Regional State Officers
- Work Teams
- Stakeholders determined by identified needs

Regional/Super Regional Focuses

- Data-driven decision making (*Asset Mapping*)
- Commitment to shared priorities
- Grade 7–14/16 pathways
- Regional plans with accountability measures
- Approach from “both end points” of pathway

Timeline

- Tennessee joined Pathways to Prosperity (PTP) Network
June 2012
- Director hired
November 2012
- State Planning Team
November 2012
- Pathways Tennessee Strategic Plan and Operation
June 2013

STATE PLAN: CORE PRIORITIES

CHAMPION

Convene and Utilize State Partnerships to Advocate the Importance of Regional Academic/Career Pathways Across Tennessee



SUPPORT

Support Regionally Led and Sustainable Pathways Initiatives That Align With Industry Needs



ALIGN

Align and Expand Resources Across State Agencies to Assist Regional Pathways Initiatives



EVALUATE

Ensure Continuous Improvement of Pathways Tennessee Opportunities through Critical Evaluation of Processes and Outcomes

REPORTING and ACCOUNTABILITY

Regions

- **Initially**, required regional teams to undergo an **asset mapping** and, from that, create a **strategic plan** on pathway focus areas relevant to their workforce needs.
- Regions currently operate a **suite of supports and tools** to better position the regions and their intermediaries in (a) **developing** strong cross-stakeholder structures, (b) **sharing** promising practice, and (c) **gathering** data on their areas of focus.

REPORTING and ACCOUNTABILITY

Supports/Tools

- **Strategic Plans:** Yearly SMART goals focused on regional priorities, outlining strategic partnerships, focusing on pathways within certain sectors.
- **Pathways Documentation Tool:** Tool shows the pathway from high school to postsecondary to work, noting early college credit and the ability to participate in work-based learning for credit and aligned certifications. It also promotes/allows for the sharing of regional strengths and assistance in identifying and addressing gaps and supports in providing pathways.
- **Site Observation Tool:** Self-assessment tool, which is adapted from an existing Jobs for the Future (JFF) resource. Regions rate themselves and provide evidence on progress in addressing specific PTP levers.
- **Statewide Metrics Tool:** Collection of course codes, CIP (postsecondary program identifier) codes, and SOCs (standard occupation codes), in addition to other specific identifiers such as credential attainment, along with work-based learning measures to determine whether or not regions are providing experiences that “move the needle” in their identified sectors.

FUNDING and SUSTAINABILITY

Pathways Tennessee is not legislated or mandated
(no directed state funding).

This has allowed for creative funding from Day 1.

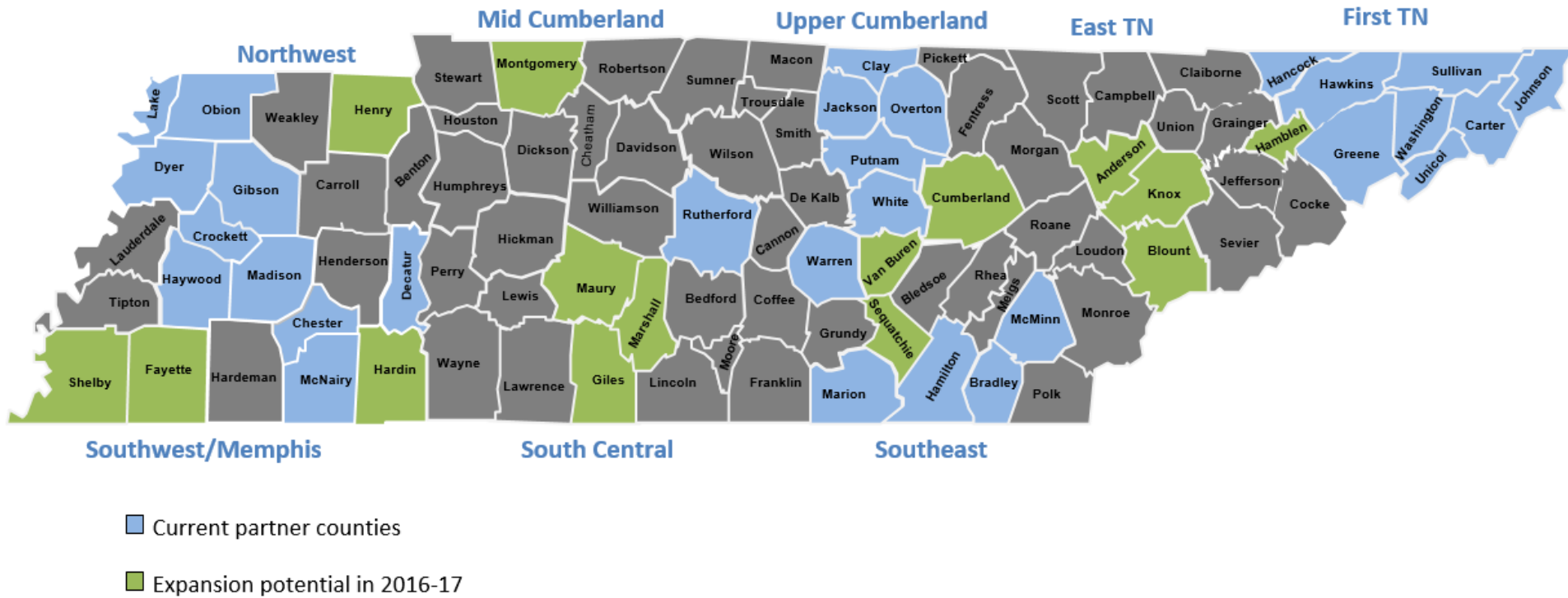
State

- State partners utilize existing staff members; involvement is embedded or integrated into existing agency strategic priorities and plans.
- Pathways Tennessee staff salaries/benefits are covered through TDOE state funds.
- Existing state and federal funds of state partners are targeted and leveraged in Pathways regions.
- Pathways Tennessee recipient of directed grant funds and federal grant SOW.

Regions

- State, federal, private funding are targeted. Sources must be used to support and leverage regional key priorities and the growth of these priorities.

PATHWAYS TENNESSEE





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Polling Question 2

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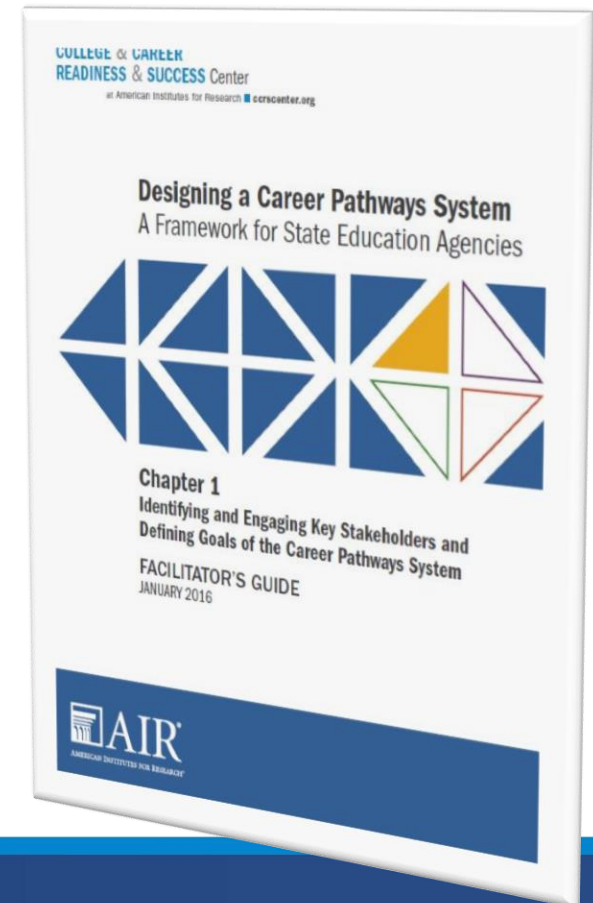
Resources: Designing Career Pathways and Planning for Implementation

Catherine Jacques, CCRS Center

Career Pathways Module: A Framework for SEAs

- Includes
 - Facilitator guide
 - Handouts and supplementary resources
 - Slide presentation
- Leads SEA through designing and implementing a career pathways system.

www.ccrscenter.org/technical-assistance-networks/career-pathways-modules



Designing a Career Pathways System: A Framework for State Education Agencies



Labor Market Gap Analysis

After identifying the key career readiness policies and programs, the facilitator will need to identify the growing industries within the state. Aligning career pathways with future labor market needs will increase the chances that students will be able to secure gainful employment. Youth who consider and pursue a career in growing business and industry sectors also create a pipeline of trained employees for these employers.



To prepare for this discussion, the facilitator identifies the growing industries and occupations and completes the **Handout 2B: Labor Market Gap Analysis Template**. When completing the template, the facilitator should have access to key information about each occupation:

- ▶ Annual job openings
- ▶ Number of qualified annual applicants
- ▶ Projected annual gap in qualified applicants
- ▶ Projected 10-year gap in qualified applicants

This information will be used with stakeholders to identify and prioritize growing industries. Facilitators can find examples of this information through federal resources such as O*NET OnLine or the Bureau of Labor Statistics, state resources such as the state workforce commission or Department of Labor, and additional resources such as One Stop Career Center or chambers of commerce.

Note: The facilitator will need to use the template table for as many industries as will be the focus of this analysis. Because this work is time intensive, the facilitator may wish to include additional staff within and outside of the facilitator's agency, such as regional comprehensive center staff or staff from other agencies, to locate the information.

If the career pathways system will include micro-economies, that is, economies with greater regional, county, or municipal significance than statewide significance, this information should be included in the mapping process.

The Career One Stop website uses federal labor data to identify each state's growing careers. This site is a good place to start when researching the information necessary to complete the table. Information on related occupation policies or programs will be preliminary as it will likely be refined once the facilitator convenes the stakeholders and discusses the information.

Data available through public sources are typically lagging. There are real-time labor market information sources that are usually available for a fee. Costs range from \$5,000 to \$10,000 for a single-user, one-year license. (Source: http://www.jtf.org/sites/default/files/publications/VendorProductReview_041712.pdf)

Group Activity: Interpreting the Data

Post your notes on the SWOT grid.

<p>Strengths</p>	<p>Weakness</p>
<p>Opportunities</p>	<p>Threats</p>

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16

Career Pathways Modules



1. Engaging Key Stakeholders and Defining Goals

Identify key stakeholders, define roles and responsibilities of stakeholders in designing a state career pathway system, and determine the goals of the career pathways system.



2. Mapping Policies, Programs, and Industries

Map and assess existing career readiness policies and programs, identify growing occupations in the state or region, and prioritize industries and occupations that will be the focus of the career pathways system.



3. Designing a Framework

Prioritize labor market data, understand the knowledge, skills, and competencies students should acquire for specific industries and interpret career pathways system data to develop a career pathways system framework.



4. Implementation and Continuous Improvement

Create a process for refining the career pathways system over time, by identifying outcome measures, collecting data on the measures, and analyzing the data to continuously improve and sustain the career pathways system.

Chapter 3: Designing a Career Pathways System Framework

- Complete and review the labor market gap analysis
- Identify experts from target industries
- Prioritize industry focus and develop an industry-specific pathways system

- ▶ What are the key skills, knowledge, competencies, dispositions, and wage earnings that graduates need for the industry?
- ▶ Are there examples or models from other states or other organizations for how a career pathway was developed or designed for this industry? Are there examples of course sequences that can be shared?
- ▶ What additional guidance, information, or recommendations would this stakeholder group consider?
- ▶ Are there specific employability skills that are important for graduates to possess to be successful in this industry?

It may be difficult for industry experts to speak to other state examples; however, other organizations and partners such as RDC staff can help identify examples in the field.

Also, because this presentation will be a deep-dive, the facilitator may try to anticipate questions that the stakeholder group may have and use that information to guide the industry experts on their presentation.

The expert(s) should share the expert presentations during the next in-person stakeholder session.

Interpret Career Pathways System Data

Prior to the in-person meeting, the facilitator will want to prepare select materials for the group activities. The first group activity that requires preparation is when the group interprets career pathways system data. For this activity, the facilitator will develop a strengths, weaknesses, opportunities, and threats (SWOT) grid on chart paper for each of the prioritized industries.

- ▶ **Strengths** are characteristics of a career pathway for the industry that give it an advantage relative to others.
- ▶ **Weaknesses** are characteristics of a career pathway for the industry that place it at a disadvantage relative to others.
- ▶ **Opportunities** are elements that the industry could exploit to its advantage when pursuing a career pathway.
- ▶ **Threats** are the elements in the environment that could cause trouble for the industry when it pursues a career pathway. The stakeholder group should develop this table for each prioritized industry it discusses.

The Office of Career, Technical, and Adult Education identifies nine overarching employability skills:

- Applied Academic Skills
- Critical Thinking
- Interpersonal Skills
- Personal Qualities
- Resource Management
- Information Use
- Communication Skills
- Systems Thinking
- Technology Use

Additional information on the Employability Skills Framework is available here: http://cta.ed.gov/employabilityskills/index.php/framework/workplace_skills

Exhibit 1. SWOT Analysis Template

Prioritized Industry 1	
Strengths	Weaknesses
Opportunities	Threats

Career Pathways Chapter 3 Facilitator's Guide



Chapter 3: Designing a Career Pathways Framework

- Handout 3B: Knowledge, Skills, Dispositions, and Competencies Note-Taking Template

Expert Presentation Industry: Certified Nursing Assistant Pathway

Note-Taking Topics	Sample Notes: Healthcare Industry	Expert Presentation Notes
Key skills, knowledge, dispositions, and competencies that graduates need for their industry	<i>Healthcare: Students must demonstrate knowledge of the techniques needed to diagnose and treat human injuries, diseases, and deformities. This knowledge includes symptoms, treatment alternatives, drug properties and interactions, and preventive health care measures.</i>	
Future wage earnings and potential for growth within the industry	<i>Median wage is \$10.31/hour or \$22,300 annually</i>	
Course sequencing ideas and topics	<i>9th grade—Principles of biomedical sciences 10th grade—Human systems 11th & 12th grades—Medical intervention 12th grade—Medical innovation 12th grade—Certified nursing assistant</i>	
Additional guidance, information, or recommendations to discuss	<i>Course requires additional supplies students must buy, such as gloves and scrubs—how can we support those costs?</i>	

- Handout 3D: Career Pathways System Framework

Industry of Focus: _____

Career Options:

--

Course Sequencing

9th Grade	10th Grade	11th Grade	12th Grade

Work-Based Opportunity and Postsecondary Options for the Industry

Work-Based Opportunities	Postsecondary Options
<i>Example: Job Shadowing, Internship, Apprenticeship, Project-Based Learning</i>	<i>Example: Two-Year Program, Four-Year College, Apprenticeships, Certifications, Other</i>

Chapter 4: Planning for Implementation and Continuous Improvement

- Develop a comprehensive work plan and monitor implementation
- Identify short- and long-term metrics
- Engage stakeholders in reflection on the implementation process

Exhibit 3. Sample Stakeholder Engagement Levels

Stakeholder	Unaware	Resistant	Neutral	Supportive	Leading
Carla T.		Current			Desired
Peter M.			Current	Desired	
Sally H.	Current			Desired	

After determining the level of stakeholder engagement, the facilitator will want to develop key messages for different audiences, determine the appropriate mode(s) of communication, and establish the frequency of communication. The facilitator can use **Handout 4E: Stakeholder Communication Planning Document** to begin developing a communication plan. This handout should be considered a living document that will be consistently updated and modified.

Exhibit 4. Sample **Handout 4E: Stakeholder Communication Planning Document** offers a sample communication plan.

Exhibit 4. Sample Handout 4E: Stakeholder Communication Planning Document

Audience	Key Messages	Modes of Communication	Frequency of Communication
Parents and Students	<ul style="list-style-type: none"> Benefits of career pathways systems (e.g., financial and job opportunities) Flexibility and support of career pathways systems Practical impact of changes to support career pathways (e.g., additional courses, dual credit) 	<ul style="list-style-type: none"> School-level communication (e.g., flyers, school presentations) Website information YouTube videos Guidance counselors 	<ul style="list-style-type: none"> Ongoing (e.g., monthly communication about individual pathway)
Industry Partners	<ul style="list-style-type: none"> Benefits of career pathways systems (e.g., fiscal and organizational) Benefits of engagement with secondary and postsecondary Possible entry points and levels of commitment 	<ul style="list-style-type: none"> Personal outreach to key contacts through e-mail Networking through professional organizations 	<ul style="list-style-type: none"> Quarterly e-mails Ongoing networking

Chapter 4: Planning for Implementation and Continuous Improvement

■ Handout 4C: Risk Breakdown Document

Risks	Internal Risks		
	Technology	Integrating career pathways data into the state's statewide longitudinal data system	
	External Risks		

■ Handout 4D: Stakeholder Roles in Evaluation

Stakeholder	Unaware	Resistant	Neutral	Supportive	Leading
Carla T.		Current			Desired
Peter M.			Current	Desired	
Sally H.	Current			Desired	

Chapter 4: Planning for Implementation and Continuous Improvement

■ Defining Quality Metrics:

When identifying outcome measures, consider measures for secondary, postsecondary, workforce, and long-term success.

Secondary and Postsecondary Measures to Consider:	Workforce Measures to Consider:	Long-Term Success Measures to Consider:
<ul style="list-style-type: none">■ Course completion■ On-time graduation■ Industry certificates earned■ Internship participation	<ul style="list-style-type: none">■ Program participation■ Job preparation and application assistance provided■ Employment and earnings in the target occupations or industry	<ul style="list-style-type: none">■ Improved unemployment and out-of-workforce trends for individuals under 25■ Narrowed labor market gaps

Additional Resources

- GTL Center. (2014). Talent Development Framework for 21st Century Educators: Moving Toward State Policy Alignment and Coherence. Retrieved from http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf
 - Guidance on how to proactively developing coherent policies around educator talent management
 - Includes a step-by-step process to assess existing policy needs, prioritize policy elements, analyze implementation and consistency, and identify next steps
 - Can be used as a model on how to promote broad policy coherence

Additional Resources

- LINC Career Pathways Exchange:
<https://lincs.ed.gov/professional-development/resource-collections/by-topic/Career%20Pathways>

- U.S. Department of Labor. (2015 and 2016). Career Pathways Toolkit: A Guide for System Development. Retrieved from https://wdr.doleta.gov/directives/attach/TEN/TEN_17-15_Attachment_Acc.pdf and <http://cte.ed.gov/initiatives/career-pathways-systems>
 - Provides guidance and suggestions on the elements that should be included in a career pathways system

Additional Resources

- Washington State OSPI. (2016). Career Ready Lesson Plans for Grades 6–12. Retrieved from http://www.k12.wa.us/secondaryeducation/careercollegereadiness/CareerReady.aspx?_sm_auiVVstTtQQgDjZPkgR
 - Example of state support resources for career exploration and career pathways integration across grade levels
- Hughs, K.L., & Karp, M.M. (2006). Strengthening Transitions by Encouraging Career Pathways: A Look at State Policies and Practices. Retrieved from <http://ccrc.tc.columbia.edu/media/k2/attachments/strengthening-transitions-career-pathways.pdf>
 - How to use data, guidance, and high school graduation requirements to integrate career pathways

Additional Resources

- LINCS. (n.d.). Preparing English Learners for Work and Career Pathways. Retrieved from http://lincs.ed.gov/sites/default/files/LINCS_CLR-1_508_0.pdf
 - Guidance on how to integrate career pathways initiatives with other supports, standards, and programs for English learners.

- Barker, L.T. (2014). Career Pathways for Youth with Disabilities: Transition from School to Work and Lifelong Learning. IMPAQ International. Retrieved from <https://www.impaqint.com/sites/default/files/files/Career%20Pathways%20for%20Youth%20with%20Disabilities%20-%20Transition%20from%20School%20to%20Work%20and%20Lifelong%20Learning.pdf>
 - Guidance on how to integrate and align career pathways with other supports and initiatives focused on supporting students with disabilities.

Additional Resources

- Roberts B., & Price, D. (2015). Building Career Pathways for Adult Learners: An Evaluation of Progress in Illinois, Minnesota, and Wisconsin After Eight Years of Shifting Gears. The Joyce Foundation. Retrieved from http://www.joycefdn.org/assets/1/7/joyceFnd_ShiftingGears3.0.pdf
 - Summarizes the success of career pathways in three states, including the policies that led to successful outcomes
- US Departments of Education, Health and Human Services, and Justice. (2015). Approaches for the Delivery of Education, Training, Employment, and Human Services. Retrieved from https://lincs.ed.gov/publications/pdf/CP_RFI.pdf
 - Summarizes successful strategies for career pathways implementation, including how to leverage funding and ensure that career pathways are accessible to special populations

Additional Resources

- CLASP. (2014). A Framework for Measuring Career Pathways Innovation. Retrieved from <http://www.nationalresourcenetwork.org/en/Document/305891>
 - Provides guidance on how to create alignment between local and state career pathways systems using continuous improvement metrics
- Advance CTE. (2016, forthcoming). The State of CTE: Increasing Access to Experts in the Classroom.
 - Forthcoming brief on how to use innovative hiring, certification, and work-based learning practices to increase students' access to industry experts in the classroom

Questions

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Feedback Survey

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